

Topic 1

The Transition Process Timeline

This topic gives an overview of what the parent/caregiver should expect to happen during the transition process from early intervention services to those options available at the third birthday. It also outlines what the early interventionist can do to inform and prepare the parent for this process. Although procedures may vary slightly among school systems, the timelines outlined in this topic are a requirement. *Note to Early Interventionist: Although this topic discusses required timelines, it is important to remember that transition is not defined by timelines, but rather by child/family adjustment and engagement in the new environment. It is a process that may take time depending on the child and family

Materials

- “Family Transition Needs Checklist”
- “Transition Timeline”
- “Special Education Definitions” (see *Steps to Success*, page10)
- *Steps to Success* (TEIS publication)

Overview of the Transition Timeline and suggested activities

- 1. A transition goal is written in the Individual Family Service Plan (IFSP).**
- 2. A referral is made to the School System, with parent consent to schedule the Transition Planning Conference.** The purpose of this meeting is to share progress on the IFSP outcomes and develop a plan for transitioning from early intervention services to the school system or other services the child might receive at age three.
- 3. A Face to Face Transition Planning Conference is held three to nine months before the child’s third birthday**
 - A) The parents should learn about the rights of school-aged children with disabilities as well as parent responsibilities for school-aged children
 - B) If Head Start is being considered as a preschool option, an application would be completed at this time.
 - C) The parents should learn about differences in early intervention and preschool services (see page 3-6).
- 4. Assessment information is gathered by the IEP (Individual Education Program) team to help determine eligibility.** This information should include evaluation reports completed by the birth to three programs as well as the school system. The parent is a critical member of the IEP team (see page 5-3).
- 5. The IEP meeting is held to determine if the child is eligible for services.** If the child is eligible, an IEP will be developed. The IEP must be in place by the child’s third birthday. The beginning service date is determined by the IEP team (see page 6-1).

Sample Activities for the Early Interventionist and family:

1. Using the “Transition Timeline” (see page 1-3) as a visual and parent handout review the information and determine where the child is on the timeline and what needs to be done.
2. Keep timeline updated to prepare for upcoming events.
3. Have the family complete the parent handout “Family Transition Needs Checklist,” (see page 1-4), so that you will be sure to address the transition topics in which the family is most interested.
4. Review the TEIS publication *Steps to Success* with the family.
5. Begin to discuss any possible barriers or needed planning due to a summer birthday.
6. Make a child portfolio to help the receiving program learn about the child.
(see page 4-3).
7. Review child preparation activities (see pages 3-2 and 3-5).

Family Follow Up:

1. Have the parent/caregiver determine if he/she has the most current child records and list current records (see below) to be requested from agencies as appropriate.

Gather child’s records – The parent should keep a copy for themselves!

- a) Birth certificate
 - b) Social Security Card
 - c) Immunization record
 - d) Pertinent medical records
 - e) Current evaluation reports confidentiality issues. Some medical information may not be relevant to educational planning.
 1. Occupational therapy
 2. Physical therapy
 3. Speech therapy/Oral Habilitation
 4. Early intervention programs
 5. Developmental pediatricians
 6. Psychologist
 7. Vision and hearing results
 - f) Current IFSP
 - g) Name, address and phone numbers of all service providers.
 - h) Records documenting child’s skills accomplished and goals achieved
 - i) Correspondence letters written by professionals supporting the child’s need for services to support his educational goals
2. Have the family read over the parent handout, “Special Education Definitions” in the *Steps to Success* publication (see page 10) and discuss any questions they might have with the Early Interventionist on an upcoming visit.
 3. Have the parent/guardian share the “Transition Timeline” (see page 1-3) handout with the child’s other parent or any other adult who will be involved with this process on behalf of the child.

Transition Timeline

Activity	Child's Age in Months											
	0	6	12	18	24	30	31	32	33	34	35	36
A transition goal is included in the Individual Family Service Plan (IFSP)	0 to 35 months											
Referral to School System, with parent consent, to schedule the Transition Planning Conference						30 to 33 months						
A face-to-face Transition Planning Conference is held						30 to 33 months						
Assessment information is gathered by the Individual Education Plan (IEP) team to help determine eligibility									33-36 months			
The Individual Education Plan (IEP) meeting is held											By 3 rd Birthday	

Adapted from Transition at Age 3: Steps for Success, A guide for Georgia Children with Disabilities, Their Families, Babies Can't Wait Early Intervention Services, Schools, and Community Programs

FAMILY TRANSITION NEEDS CHECKLIST

(This checklist can be used at the beginning of transition by families to assist them in organizing their thoughts and wishes in relation to the transition process. It could be used every 6 months, annually, or as situations change).

PLEASE CHECK THE ITEMS BELOW THAT WOULD BE HELPFUL TO YOU:

- ☐ I would like to know the steps/sequence of the transition process.
- ☐ I would like a glossary of transition terms.
- ☐ I would like to learn ways to build partnerships with teachers and administrators.
- ☐ I would like to learn how to become an advocate for my child.
- ☐ I would like to know how to prepare my child for preschool.
- ☐ I would like to learn ways to share information about my child.
- ☐ I would like information about the Transition Planning Conference.
- ☐ I would like information about the Individual Educational Plan (IEP) meeting.
- ☐ I would like a list of forms/document/records that I need to bring to meetings.
- ☐ I would like to know "what to look for" when observing a preschool program
- ☐ I would like to learn how to maintain relationships with teachers and administrators.

Adapted from Passport for Change, Transition Planning: Hints and Helps for Families with Infants/Toddlers (no date)
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